

The parent-teacher association of the children program and the codetermination councils of the primary schools work closely together



- There is structural cooperation:
- The partners involved have made long term binding agreements
  - There is a joint offer
  - The contents of the program are customized
  - The concerned partners together determine what happens at the community school
  - There is intervision between the partners
  - Use is made of each other's expertise
  - There is a joint program for schooling or professionalization



### Staff: who do you choose ?

The quality of a community school is determined to a large extent by the staff working with the children every day. Are they professionally skilled and able to work together with others? How do they interact with children?

#### Staff

The staff is well qualified and skilled in their field	--	-	+	++
The staff offers the children proper support and guidance	--	-	+	++
The staff serves the community school as a whole	--	-	+	++
The staff knows the boundaries of their profession	--	-	+	++
The staff is genuinely interested in the work of the others	--	-	+	++
The staff works on a basis of mutual trust	--	-	+	++
There are community school activities carried out by the staff of different parties	--	-	+	++
The staff is involved in the planning, execution and evaluation of community school activities	--	-	+	++

#### Example

Our community school has a school sports association. This project is coordinated by the physical education teacher and is aimed at students to start practising sport and become members of the sports association. The students can become members through the school. They can try out a sport activity for three months at the expense of the school. If they are sure that they want to continue after this trial period, the school will share the costs for the sport training with the parents. The sport trainings are in the children's free time

## 3. The efficiency

### Efficiency: what have you achieved?

Does the community school meet your expectations? In order to measure this you have to look at the efficiency. The results you are looking for depend on the goals: have they been achieved? You do that for the different target groups: have the goals been achieved for the children, parents, neighbourhood, partners and staff? It is difficult to give general criteria because the efficiency depends on the goals. We will give a couple of examples, therefore, which you can complete according to your own criteria based on your goals. In assessing these criteria it is important not to do that only based on your own ideas but to determine them also on the basis of objective information.

#### Efficiency

A minimum of 50% of the children participate at least four times per year in a community school activity	--	-	+	++
50% of the children participate in sports activities	--	-	+	++
50% of the children come more often into contact with art and culture	--	-	+	++
The learning performance of the children has improved and we can indicate why	--	-	+	++
The social-emotional performance of the children is better and we can indicate why	--	-	+	++
Children and families that need special attention are properly redirected and we can indicate why	--	-	+	++
If activities are organized for the parents: at least 25% of them participate in a community school activity for at least once a year.	--	-	+	++
50% of the parents target group participate in activities for parents	--	-	+	++
We can refer all parents with questions about raising children to some kind of pedagogic support	--	-	+	++
If activities are organized for neighborhood residents: at least 5% of the specific target group of the neighborhood participate in a community school activity at least once a year	--	-	+	++
The employees know how to find each other fast and we can indicate why	--	-	+	++
The employees make use of each other's skills and experiences and we can indicate why	--	-	+	++
The employees experience more pleasure in their work and we can indicate why	--	-	+	++

#### Examples

Our community school offers different activities. The activities fall into three categories:

- Educational activities: homework assistance, chess, computers, lessons, Spanish lessons
- Creative activities: painting lessons, technique, photography, drama and music
- Sport and physical activities: swimming lessons, gymnastics, self-defence, dancing lessons

These activities are offered by trained teachers and are in line with the ones in standard education.

Our school has been located in a multi-functional accommodation (MFA) for a few years. We share the building for instance with child care, playgroups, the library, the community center, child health care center and also the Center for Youth and Family (CJG), all of which are located at the same premises. Because we are all in the same building and we talk to each other on a regular basis, we know each other very well and know who to contact in a particular situation and when.

It results from our evaluation that if a child needs special care we can refer them faster.

### Evaluation: how can we keep an eye on the progress?

In order to achieve the goals set, it is important to keep an eye on the progress. Does it look like we are reaching the goals? And what action do we take if it doesn't work?

#### Evaluation

We discuss the qualitative and quantitative results of our community school with all parties involved both at administrative and execution level and linked to the goals stated	--	-	+	++
We use an existing tool to measure the quality	--	-	+	++
There is a yearly evaluation for:	--	-	+	++
- Parents	--	-	+	++
- Children	--	-	+	++
- Staff (teachers / pedagogical staff/ others)	--	-	+	++
We have a clear picture of the data necessary to determine whether we have reached our goals (participation in community school activities, flow to associations, referrals to care institutions)	--	-	+	++
Each year, we determine if we have achieved our goals	--	-	+	++
The goals are adjusted on the basis of the evaluation	--	-	+	++
We perform a staff satisfaction survey at least twice a year	--	-	+	++

#### Example

Every year, we set up a year planning together with all parties involved focussing on the main issues in the neighbourhood. We adjust our activities accordingly and decide per activity which staff member of which organization becomes the leader. He/she is not only responsible for the execution of the activity, the cooperation within the activity, but also for its evaluation. He or she has to make sure that at the end of the year this activity is discussed with the goals in mind. Have the goals been achieved? If that is the case, do we continue, and if not, do we have to adjust the activity or do we have to choose another activity? This way, we do not only involve the staff in the execution, but also in the whole process of goals, execution and evaluation.

#### Colophon

If you have any questions regarding the community school and/or the childcare, you can contact the Dutch Coalition for Community Schools:

Bolderweg 1  
1332 AX Almere  
Telephone: 070 - 304 20 10  
Mobile: 06 - 137 58 140

landelijksteunpunt@bredeschool.nl  
www.bredeschool.nl

This is a joint edition by

 Dutch coalition for community schools  
www.bredeschool.nl

 Oberon

# Quality chart Community School & Integrated Child Center

For education, childcare and all other partners of community schools, children and child centers

# Quality chart Community School & Integrated Child Center

For education, childcare and all other partners of community schools, children and child centers

**Are we on the right track with our cooperation within our community school or Integrated Child Center? Are we gaining enough from our collaboration? How could we improve the collaboration? What are the advantages or features of a community school in comparison to an ordinary primary school? Do we have a good view of our target group? And of our objectives? What demands do we make on the cooperation between partners? What are our quality expectations regarding the staff? What standards do we demand from the building itself? How do we get a so-called “Safety Net”?**

With this quality chart you get a view of the aspects of your own community school<sup>1</sup>. This could be at the very beginning when the community school yet needs to take shape, or in time when you want to improve the quality of your community school. This quality chart consists of different criteria that can help to determine the quality of the community school and its evaluation<sup>2</sup>. After completing the chart you will not get a judgment that determines whether you are a community school or not or which category of community school you fall into. It will become transparent, however, whether you are doing things right and where there is room for improvement. This vision becomes clearer when all community school partners fill in the chart together and start a discussion; even this means a start for quality improvement.

No doubt, there are many different forms of community school<sup>3</sup>. It is also possible that not all criteria fit your community school. In this case you can safely ignore those criteria. Please feel free to adjust criteria if necessary so they match your own purposes. The quality criteria have been set up by Oberon in cooperation with the Dutch Coalition for Community Schools (Landelijk Steunpunt Brede Scholen), making use of experiences and success factors of the community schools, research results and literature<sup>4</sup>.

**Classification of the criteria**  
The criteria are divided according to a module often used in quality care. With the quality chart you will gain insight into:

1. The starting situation (input): what does the target group look like, what staff and partners are there in and around the community school?
2. The process: what are your goals and what are you doing (what activities do you perform) to reach your goals?
3. The efficiency (output): what did you achieve?

We differentiate topics on the basis of these three aspects and give a short explanation per topic.

**Working method**  
To determine the quality of the community school and to evaluate it you indicate how you achieve for each criterion. You can use the following assessment:

<b>-- Obviously not</b>	The community school does comply at all yet
<b>- Insufficient</b>	The community school complies a little bit but not enough
<b>+ Satisfactory</b>	The community school complies, but there is room for improvement
<b>++ Obviously</b>	The community school totally complies with it

1 For the readability we always use the term “community school” You may also read IKC or “child center”.  
2 At the same time as this quality framework, Oberon brings a reviewed version of the Evaluation Model Community School. With this model you can evaluate your community school.  
3 See National Support Platform Community Schools (2011) Manifestation community schools.  
4 In the year 2004, Oberon developed the pamphlet “quality criteria community school” together with (OOG) Educational Support. With the criteria of back then in mind and the knowledge and experience of today, we have developed a quality chart community school & child center that is up to date.  
5 With “known” we mean to say that an overview is available with the relevant data.

## 1. The start situation

**Input: what does the target group look like?**

The more you know what the target group looks like, the better you can prepare an offer that suits the needs and wishes of the target group. Especially if you also know the goals and possibilities of the partners and staff involved.

<b>Children</b>				
It is known <sup>5</sup> how many children use the partners at the community school	--	-	+	++
To determine the target group we use existing data for example from the school	--	-	+	++
The caliber of the students is known	--	-	+	++
It is known how many children have a language delay	--	-	+	++
It is known which children participate/have participated in an evidence-based early childhood education	--	-	+	++
<b>Parents</b>				
Background with regards education and country of origin of the parents whose children attend school is known	--	-	+	++
It is known which parents are actively involved with the community school partners (codetermination Council or parent-teacher association)	--	-	+	++
It is known how many families consist of one parent-family	--	-	+	++
<b>Neighbourhood</b>				
It is known which partners in the neighbourhood focus on the target group of the community school	--	-	+	++
It is known what program is being offered in the neighbourhood to children/adults who are also part of the target group of the community school	--	-	+	++
The structure of the neighbourhood is known (for example average education, ethnicity, average income, family structure etc.)	--	-	+	++
<b>Partners</b>				
It is known what the main targets are of the partners involved with the community school	--	-	+	++
It is known what the partners involved can offer the community school (with regards the organization, contents, preconditions)	--	-	+	++
<b>Employees</b>				
The level of expertise, tasks and responsibilities of the skills, tasks, and responsibilities of the staff working in the community school are known	--	-	+	++

## Quality chart Community School & Integrated Child Center

The staff of the community school has a Certificate of Good Behavior



**Example**  
In the neighbourhood where the community school is established, different partners work with children/adults, just as we do. Most of these partners are also partners of the community school. Together, we look at the surroundings of the children/adults and adjust our offer accordingly. We look at how we can bring our activities together and where there is an overlap. What can be done together, will be done together. We refer to each other and complement each other. This way, we do not only bring our targets together but also our activities.

**Space: what are your demands regarding the building and its surrounding?**

Are both the building and the surroundings of good quality? Is there enough space suitable to properly execute the activities?

<b>Space</b>				
Our building is of good quality and attractive to children and parents	--	-	+	++
Our outdoor space is of good quality and pleasant to children and parents	--	-	+	++
Our building is properly cleaned and maintained well	--	-	+	++
There are plenty of rooms and facilities suitable to carry out our program	--	-	+	++
The rooms are pleasant for meetings	--	-	+	++
There are written agreements, regarding management and utilization	--	-	+	++
There is a key, an evacuation- and safety plan	--	-	+	++
Spaces are shared	--	-	+	++
The agreements regarding sharing of spaces have been defined	--	-	+	++
<b>Finances: who is going to pay for it?</b>				
A community school is not a temporary project but a structural facility which has consequences for its financing.				
<b>Finances</b>				
The flow of funds from different organizations is centralized as much as possible	--	-	+	++
Wherever possible we finance the costs together so we gain efficiency	--	-	+	++
The financial funding for the community school has been structurally secured for several years	--	-	+	++

## Quality chart Community School & Integrated Child Center

There is a clear structure in the range of activities (for example during school hours.... getting acquainted, after school hours.... consolidation. Or if the complete offer is after school hours: there are introduction lessons and lesson to focus further on the subject)



There is a continuous pedagogic line for children from 0 to 12 years



Partners at the community school use the same evidence-based early childhood education



Partners in the community school have agreed about handover information of children (warm handover, use of child follow up system)



The hours to start and finish the after school program match the school timetable, the after school program and any other activities



The staff encourages and informs the children about the (after school) program



Parents deal with one 'front office' and with one contact person for anything concerning their child



Parents are involved at the development stage of the offer



There is a program for parents themselves, focused on education-support or development stimulation for the parents



There is an offer for parents focused on parenting support



**Collaboration: how is it organized?**

The essential nature of community schools is that several partners (schools, day care centers, care partners, sport clubs etc.) work together around the children and the parents. A so-called safety net. This requires commitment of each organization. Is there enough support from staff and management? Is everyone ready to go the same direction? Is it clear who is in charge?

<b>Cooperation and organization</b>				
In addition to the school, there are at least two other parties actively involved at the community school	--	-	+	++
There is agreement on shared participation regarding leadership, coordination, and execution	--	-	+	++
Management of the community school is one person	--	-	+	++
The organizations involved have established one management team	--	-	+	++
The staff of the organizations involved are one team. There are joint staff activities, team building and schooling sessions several times a year	--	-	+	++
Various administrators give support for shared commitment related to the community school	--	-	+	++